

**GRANT APPLICATION FOR MULTI-YEAR
PERIOD OF JULY 1, 2002 THROUGH
JUNE 30, 2004**

**ADULT EDUCATION AND FAMILY LITERACY ACT
FEDERAL FUNDING
JULY 1, 2002 THROUGH JUNE 30, 2003 PROGRAM YEAR**



**PROGRAM GUIDANCE, INSTRUCTIONS
and APPENDICES**

**MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT
ADULT EDUCATION OFFICE**

June 4, 2002

**MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT
Adult Education Office**

**GRANT ANNOUNCEMENT
ADULT EDUCATION AND FAMILY LITERACY ACT FEDERAL
FUNDED PROGRAMS
June 5, 2002**

SUBJECT: 1) **Continuation Funding Applicants** for the 2002-2003 Program Year of the Multi-Year Funded Adult Education and Family Literacy Act Federal Funded Programs

The URL: www.MDCD.org

There are three parts to this application:

Part A. Grant Instructions and General Information

| | |
|-------------|--------------------------------------------------|
| Section I | General Information |
| Section II | Other Information |
| Section III | Review Process and Review Criteria for Narrative |
| Section IV | Information Concerning Other Requirements |
| Section V | Application Instructions |

Part B. Appendices - A and B

Part C. Grant Application Form

Follow the applicable checklist for the continuation application requirements.

NATURE OF ACTION REQUESTED: X **Voluntary**

The Michigan Department of Career Development (MDCD) is pleased to announce the continuation of funding for existing federally funded Adult Education and Literacy Programs. These grants are to conduct Adult Education Programs of Instruction for the Program Year (PY) of July 1, 2002 through June 30, 2003. This program is supported through the Adult Education and Family Literacy Act Title II of the Workforce Investment Act of 1998 (P.L. 105-220). This funding cycle indicates a new and different approach to planning and managing local Adult Education and Literacy programs in Michigan. The program costs, performance expectations and weighting percentages for each performance factor are to be determined locally. Payments will be based on the number of students in the applicant's TOTAL adult education and literacy program, the amount of learning gained by the adult education student and the student goal achievement gains as measured by approved tests and recorded in the Michigan Adult Education Reporting System (MAERS) and the National Reporting System (NRS).

The Adult Education Office must receive the original proposal bearing ORIGINAL signatures and e additional copies of the complete application. Because of the summer recess applicants may select which of the following deadline dates meet their beginning of class schedule: 1) To begin obligating funds by July 1, 2002 the application due date is June 28, 2002; 2) To begin obligating funds by August 1, 2002 the application due date is July 29, 2002. The applicant must also send an additional copy of the application to their regional Michigan Works! Workforce Development Board.

Questions regarding this application should be directed to the Adult Education Office at (517) 373-8439 or (517) 373-8800.

**Michigan Department of Career Development
Adult Education Office**

**Grant Application for Continuation Funding
Adult Education and Family Literacy Act Federal Funding**

SECTION I GENERAL INFORMATION

INTRODUCTION

This application is designed to meet federal requirements in the Workforce Investment Act (WIA), Title II Adult Education and Family Literacy program funds from the United States Department of Education. Funding available for this application from July 1, 2002 to June 30, 2003 equals \$13,783,362.

The WIA makes some significant changes in the nation's employment and training programs through consolidation and re-alignment of workforce development activities and programs. The WIA makes one-stop centers the backbone of the workforce delivery system. It also places a greater emphasis on customer information and choice and focuses on program accountability. The WIA attempts to organize a series of programs into a viable workforce development system.

The MDCE's State Plan, approved by the United States Department of Education, addresses the overall adult education goals and strategies as they relate to Michigan's state program to encourage coordination of local service delivery among numerous different programs. These federal funds are one component of Michigan's multiple efforts to provide effective adult education and literacy services which include: Adult Basic Education Skills, General Education Development (G.E.D.) Preparation, High School Completion, English as a Second Language, Family Literacy, Workplace Literacy, and English Literacy/Civics. Adult education delivery systems may include several organizations such as state agencies, school districts, community colleges, universities, correctional institutions, literacy organizations, or community groups. These organizations may operate individually or in consortiums to deliver services.

GRANT PURPOSE

The purpose of the WIA Title II Adult Education and Family Literacy funding is to create a partnership among the Federal Government, States, and local agencies to provide, on a voluntary basis, adult education and literacy services, in order to: 1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; 2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and 3) assist adults in the completion of a secondary school education. (WIA Title II Section 202.)

The mission of the MDCE is: To develop a system that produces a workforce with the required skills to maintain and enhance the Michigan economy. Adult education and literacy is a leading initiative to implement the following career development system components:

- 1) Strong grounding in the core subjects reading, writing, mathematics, science and social studies; and
- 2) Ongoing evaluation of students' success in moving on to meaningful employment or traditional education.

Adult education and literacy are also directly related to the additional components of Michigan's career development system to provide:

- 1) Guidance, assessment, accommodations, and information to assist people in selecting their careers and choosing education and training services that will qualify them for these careers;
- 2) A variety of options to help people learn about the workplace and acquire both academic and career skills that employers want;
- 3) Certification of students and workers based on demonstrated competencies relative to skill standards endorsed by employers; and
- 4) Labor exchange and/or placement services that assist workers to find jobs and employers to recruit skilled workers.

Within the context of the MDCD mission, Michigan's Adult Education and Literacy Program has the following goals to strengthen the capacity of Michigan's Adult Education system:

Goal 1: To assure the quality and accountability of Michigan's Adult Education and Literacy programs and to increase retention of participants and completion of their goals.

- Objective 1. Implement methods to facilitate valid measurement of learning attained by students.
- Objective 2. Provide program design options to meet the needs of unique population of adult learners.

Goal 2: To assure funds are targeted to areas of the State with the greatest need.

- Objective 1: To optimize the use of current resources available to support adult education and literacy.
- Objective 2: Require all local adult education and literacy programs to gather demographic and outcomes data in order to assess participation rates and learning success among different groups.

ELIGIBLE APPLICANTS

Eligible applicants for a WIA Title II grant are:

- 1) A local educational agency;
- 2) A community-based organization of demonstrated effectiveness;
- 3) A volunteer literacy organization of demonstrated effectiveness;
- 4) An institution of higher education;
- 5) A public or private nonprofit agency;
- 6) A library;
- 7) A public housing authority;
- 8) A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families; and
- 9) A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the items (1) through (8).

In accordance with federal legislation, only grantees who have been awarded WIA Title II funding in fiscal year 2001-2002 may apply for this continuation funding. Statewide competition may be conducted in 2004, pending reauthorization of WIA Title II.

Consortia, Partnerships and Contractors Information:

CONSORTIA - All fiscal agents for a Consortium must list all consortium members on the Consortium Agreements Form with the signature of the person authorized to approve fiscal agreements with other agencies. Consortia should be formed only with other agencies that conduct an adult education program and instructs adult students. The consortium must have an identified fiscal agent that receives and is responsible for the federal funding received from the MDCD. The fiscal agency for the consortium should detail the duties, roles and responsibilities of each party specifically in regard to approving financial expenditures, performance reporting, student assessments, and other state and federal requirements. The application should be collaboratively planned to ensure all consortium members are aware of the regulations and responsibilities of the federal funding.

Log-on for consortia member agencies: The consortia method for funding has raised serious issues regarding data reporting. Many federal consortia have member agencies that belong to different consortia for the Section 107 and the federal funding source. Each fiscal agent must have enrollment, assessment and gain/achievement data for all student's instructed with federal grant funds.

To address this problem the Federal Adult Education and Family Literacy Act funded programs are able to enter students by the provider's log-on rather than the federal fiscal agency's long-on that was assigned to them. By eliminating the requirement for a separate log-on for the Federal and State funded programs, participating students may be designated as dually funded students even though their fiscal agencies are different. Because of this, the member agency will keep it's own performance data and must provide the needed information to the appropriate fiscal agent. Thus, it is now the responsibility of the individual consortium member to tabulate and report their federal grant enrolled students data to their federal fiscal agent so that agency can report the performance data needed for its performance payments. Performance payments will be paid based on the total consortium member agency's MAERS data

PARTNERSHIPS: When the fiscal agent provides the adult education services to students from another agency and that agency does not have an adult education program nor receives any of the federal funds from this grant to support a program this arrangement constitutes a partnership agreement. Partnership designations may be noted in the narrative or identified as a partner agency in the application. No signatures are needed unless the partners choose.

CONTRACTORS: An adult education fiscal agent may contract with another program to provide services. For example, a Michigan Works! Agency contracts with adult education providers to conduct PAL services or a literacy council may contract with a school district to provide tutor instruction to low level readers in their district's program. In these cases the students are not entered into MAERS by the contracting agency as students of that agency but instead belong to the fiscal agency and are entered into MAERS under the log-on of the fiscal agency. Actual contracts with terms and conditions should be in place. Contractors should be listed in the application.

GRANT CATEGORIES

Grants made available through this multi-year federal funding were first awarded for January 12, 2001 through June 30, 2004. Applicants awarded these funds must provide information as required in this application for annual continuation of funding.

For the 2002-2003 funding period a recommended per-student allocation funding range has been determined for each geographic region for the General Instructional Funding. This range was based on the total number of adult education students reported served in each geographic region during the 2000-2001 program year. The Institutional Funding Set-Aside has a per-pupil allocation of \$300. This also

was based on the number of students previously served and the amount of funding available for Institutional funding. The Professional Development Set-Aside will be allocated at the state level at a maximum of 5% of the General Instructional Funds being requested, but not to exceed \$10,000.

Adjustments will be made in per-pupil allocations for General Instructional Funds depending on the total funding requests in the region. Applicants will be notified to adjust their budgets accordingly.

Adult Education and Literacy:

Regional Determination of Program Priority and Funding

Funds will be allocated directly by the MDCD to eligible applicants within the priority areas for adult education and literacy services identified in each local Workforce Development Board (WDB) geographic service area. Applicants are to contact their region's Michigan Works! Agency to obtain this program priority information as determined through data for the WDB Environmental Scanning Reports and subsequent strategic planning with community partners. The amount of funding available for adult education and literacy distributed regionally and statewide appears with the application budget sheets. No geographic service area will be allocated less than \$70,000 for their region.

The amount of funds awarded directly to grantees within a local Workforce Development Board region shall not exceed the cost identified for each local region unless after all awards are determined a significant amount of funds remain to be distributed. The MDCD will determine the redistribution formula. **No funds may be used to support regular state funded enrolled K-12 students or for programs such as K-12 alternative education or for vocational and technical education of adult students.**

Eligible Service Providers may provide services in the following categories: 1) Adult Basic Education Skills; 2) General Education Development (GED) Preparation; 3) High School Completion; 4) English as a Second Language; 5) Family Literacy (adult education); 6) Workplace Literacy; and 7) Institutional (Corrections) Programs.

WIA Section 231(b) requires that applicants receiving a grant under this Act **must establish or operate one or more** programs that provide services or instruction in one or more of the following categories:

1) Adult education and literacy services, including workplace literacy services

Definition from WIA Title II:

The term "adult education" means services or instruction below the postsecondary level for individuals—

- A. who have attained 16 years of age;
- B. who are not enrolled or required to be enrolled in secondary school under State law; and
- C. who—
 - * lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - * do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or
 - * are unable to speak, read, or write the English language.

The term **"literacy" is defined** as the ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

The term "**workplace literacy services**" is **defined** as literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills

2) Family Literacy Services

Definition from WIA Title II: The term "family literacy services" is defined as services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate **ALL** of the following activities:

- A) Interactive literacy activities between parents and their children;
- B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- C) Parent literacy training that leads to economic self-sufficiency; and
- D) An age-appropriate education to prepare children for success in school and life experiences.

Michigan regulations require that funds used under this category must be for the education of the parents in the Family Literacy program and recorded under Educational Functioning Level categories in MAERS.

3) English Literacy Programs.

Definition from WIA Title II: The term "**English literacy program**" is **defined** as a program of instruction designed to help individuals of limited English proficiency achieve competence in the English Language.

Institutional Programs - Grants under this priority may be awarded **only** for educational programs for criminal offenders in correctional institutions. Correctional facilities operated by the Michigan Department of Corrections for adults and by the Michigan Family Independence Agency for youth will be invited to participate. County jail facilities may continue to be served by local providers of adult education programs under this institutional funding category. Types of institutions may include prison, reformatory, work farm, jail, detention center, halfway house, boot camp or similar institutions designed for the confinement or rehabilitation of criminal offenders. Assistance provided under the WIA Title II to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program. A separate budget summary and detail must be submitted for Institutional funding (See Part 8A & 8B of the Application).

TARGET POPULATION AND PRIORITY FUNDING

The identified target population to receive program services under the federal Adult Education and Literacy Act (WIA Title II, Section 203(1) is for "individuals who:

- a) have attained 16 years of age;
- b) are not enrolled or required to be enrolled in secondary school under state law;
- c) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
- d) do not have a secondary school diploma or its equivalent and have not achieved an equivalent level of education; or
- e) are unable to speak, read, or write the English language."

In Michigan, applicants must indicate how their proposed activities target the priorities resulting from the local environmental scanning and strategic planning processes. Local Adult Education and literacy

programs must include the priorities of the geographic area, as identified by the WDB strategic plan. The activities and percent of funds allocated for each activity will vary from region to region based upon an objective assessment of area needs which should reflect adult education and literacy needs for individuals with disabilities, the educational attainment levels, the English proficiency levels, the economic and household status, etc. of persons living in the region. Also an important target group emerging from state data analysis is individuals at the lowest levels of literacy.

While the scope, content, and organization of activities may vary from region to region, priority is given to those with strategies for populations that include low income students, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement. Also, individuals without a high school diploma, individuals with limited English proficiency, and inmates in correctional institutions are target groups for Michigan adult education and literacy. **Local applicants are expected to monitor performance outcome information and adjust program content and design to continuously improve achievement.**

ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

WIA Title II requires the establishment of a comprehensive performance accountability system. This system is comprised of the state and federal accountability requirements reported in the Michigan Adult Education Reporting System (MAERS). The purpose of these state and federal requirements is to record student progress and assist in assessing the effectiveness of program providers in achieving continuous improvement of adult education and literacy activities in order to optimize the return on investment of federal and state funds in adult education and literacy activities.

The MDCD requires the entry of information on every adult education student into a centralized electronic database. All state and federally funded adult education and literacy programs (including funding from Sections 107 and 108 of the State Aid Act) will use the Michigan Adult Education Reporting System (MAERS) which was developed based on the requirements of the National Reporting System (NRS) developed by the U.S. Department of Education, to report student performance data to MDCD. The MDCD Adult Education Office will prepare each year the state's report to the U.S. Department of Education using the data in aggregate form.

Additional information regarding the MAERS is available on the MDCD website at: <http://www.michigan.gov/mdcd>. The official MAERS website for entering and retrieving data is: <http://services.michworks.org>. This website requires prior authorization with an assigned username and password.

The performance goals for all of Michigan's state and federally funded adult education and literacy programs have been negotiated between the MDCD and the U.S. Department of Education for Fiscal Years 2001 and 2002. MDCD is currently negotiating the performance targets for years 2003 and 2004. Each student on entry to the adult education program designates his or her program of instruction and expected learning outcome goal. The Educational Functioning Level gains and the Goal Related Outcomes are determined by standardized assessments appropriate to the student's goal. The assessments used must be those approved by the U.S. Department of Education and the MDCD. The minimal statewide-negotiated performance standards being proposed for Michigan are as follows:

| MDCD/USDE Negotiated Performance Standards for Michigan | | |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------|
| Educational Functioning Levels ("educational gains" scales) | Proposed Percent of enrollees completing one, or more, skill levels | |
| Adult Basic Education Levels (ABE) | Year 4 | Year 5 |
| Beginning ABE Literacy | 22% | 25% |
| Beginning Basic Education | 23% | 26% |
| Low Intermediate Basic Education | 24% | 28% |
| High Intermediate Basic Education | 25% | 29% |
| <i>Low Adult Secondary Education</i> | 33% | 38% |
| High Adult Secondary Education | NA | NA |
| English as a Second Language (ESL) | | |
| Beginning ESL Literacy | 22% | 25% |
| Beginning ESL | 23% | 26% |
| Low Intermediate ESL | 26% | 30% |
| High Intermediate ESL | 28% | 32% |
| <i>Low Advanced ESL</i> | 25% | 29% |
| High Advanced ESL | 25% | 29% |
| Goal Related Outcomes/ Follow-Up Measures | Percent of enrollees who attain goal | |
| | Year 4 | Year 5 |
| High School Diploma & GED | 29% | 33% |
| Entered Employment | 36% | 40% |
| Retained Employment | 57% | 60% |
| Placement in Postsecondary Education or Training | 35% | 40% |
| NA – Not Applicable; for federal reporting "advance" is high school completion (diploma/GED). | | |

Local Program Performance Measures

Local programs will project their own performance expectations for student Educational Functioning Level gain and the Goal Related Outcome Measures. Applicants will be requested to complete the "Projected Performance Gain and Outcome Goals" in Parts 4A, 4B, 4C and 4D of the application for the program year of 2002-2003. **Projected performance percentages should be determined by using as a guide the State's negotiated performance percentages and the applicant's own local past effectiveness data as resources. Programs must provide projections of performance goals that show an expectation for continuous improvement of the applicant's previous year's goal attainment. Performance data must be verifiable through the MAERS.** All performance expectations will be reviewed for continuous improvement and if necessary negotiated with the Adult Education Office. An essential factor in the determination of challenging but realistic goals is the rationale for selecting the percent of accomplishment one could expect from this program. This rationale is to be provided in the Narrative portion of the application.

The pilot-year for gathering student performance data through the MAERS began with the 2000-2001 funding year. Performance data should be recorded and tabulated as the basis for the following year's projections. Grantees are expected to enroll all students electronically on the MAERS system and provide all required information as requested. Training and technical assistance will be provided through MDCD on using the MAERS, the effective use of the approved assessment instruments, and the transition to the new 2001 GED test.

FUNDING FOR PARTICIPATION IN STATEWIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional Development Set-Aside Funds

The purpose of the Professional Development Set-Aside funds is to support and encourage the participation of new and experienced adult education teachers, administrators and other relevant staff members in a series of sustained and intensive high quality statewide professional development initiatives. These activities are designed to provide participants with the professional skills and tools to help all adult students meet challenging standards of performance as measured by the Michigan Adult Education Reporting System (MAERS) performance indicators, as well as enhance the overall program quality of Adult Education programs. As representatives of a system of believers in continuous learning adult educators must model that belief and be prepared to meet the high educational expectations of their learners, their community, their state and their nation. As a means of assisting programs in meeting these educational challenges the Adult Education Office of the Michigan Department of Career Development has sought experts in the field of Adult Education to train and guide Michigan's adult educators in new and innovative educational practices that have been shown through best practice and research to accelerate learning and meet the educational needs of adult learners.

Professional Development Grant funding is being allocated out of the federal State Leadership funds to make these opportunities available to all State Aid Sections 107 and 108 PAL, and federal WIA Title II funded programs. Additional funding has been set-aside for federal grantees to assist in meeting the expenses of participation in these activities. **Up to a 5% maximum of the federal instructional funds being requested but not to exceed \$10,000 may be applied for to meet these additional expenses. Funds may be used only for the new statewide Professional Development grantees training, MAERS training or tutor training for those teaching students in the three lowest Educational Functioning Levels (EFL).** To be eligible for tutor training assistance the trainers must attend statewide training opportunities provided for low level literacy students. A detailed Budget: Part 7C must identify the training sessions, the number attending and total detailed expenses being for attendees. Expenses for local program professional development activities or others not specified above should come out of the regular instructional funding as in previous years.

Exceptions for funding above the maximums must have a written justification request. Large programs with the need for above average staff participation or very small programs where 5% of their instructional funding cannot meet their training needs may request an exception to this maximum funding requirement. A narrative description of the need and a detailed expenditure account should be included in the request. All or part of the request may be granted or denied.

FEDERAL PAYMENT POINT CALCULATION

Performance Funding Formula

Payments will be contingent on meeting grant requirements set forth by the MDCE. Annual renewal of the multi-year grant is contingent on the grantee meeting the MDCE program performance standards for pre- and post-testing and the development of an individualized Adult Learning Plan, as well as acceptable performance as shown by the applicant's own locally determined gain targets in: 1) student educational functioning level; and 2) the student goal achievement performance standards. The MDCE staff will review all applicants' proposed performance measures for an expectation of continuous improvement of the applicant's previous year's goal attainment and will negotiate percentages where they determine it necessary. The applicant is requested to provide their rationale for the locally determined projected percentage goals in the Proposal Narrative Part E for the 2002-2003 program year, due October 4, 2002.

The funding allocation amount approved through this 2002-2003 application is based on the estimated number of students in the applicant's TOTAL Adult Education Program, federal WIA Title II and State Aid Section 107 funding and in meeting the performance payment requirements. Reconciliation of payment will be made at the end of the program year and will be based upon:

- 1) the estimated number of students projected and funded compared with the actual number of students receiving instruction who have been at a minimum, entered into MAERS, pre-tested, and have an Adult Learner Plan on file; and
- 2) the actual number of students that were entered into MAERS, pre-tested, and have an Adult Learner Plan on file compared with the number of students entered into MAERS that were pre- and post-tested, and have an Adult Learner Plan on file. These student assessment figures will be verified through data provided in the MAERS.

The **pre-test requirement** refers to the pre-test assessment given to students that places them on an Educational Functioning Level (EFL) for ABE, ESL and GED. High School Diploma (HSD) students are placed on an EFL by recording the percent of High School graduation credits a student has upon enrollment. Prior to exit, all students except for HSD should be post-tested to determine if the student has advanced. For HSD students enter the number of credits earned upon exit to place them on an ending EFL. Assessing a student's educational strengths and weaknesses at the beginning and end of their courses is considered good educational practice and is recommended to determine a student's educational needs.

The total performance payment will not exceed the grant awarded.

Performance payment on the approved budget amount will be based on the following program and student performance outcomes:

1. Funding for Program Period - July 1, 2002-June 30, 2003:

- a) The first performance payment point will provide up to 70% of the grant award for operating funds. Seventy percent of the grant payment will be paid for the cost of providing an instructional program for the actual number of students in the adult education program receiving a **pre-test assessment**, assigned an Educational Functioning Level and have an Adult Learning Plan on file. **An End of Enrollment Status other than "Separated Before Completion—System Exit" (i.e. Soft Exit) should be completed for each pre-tested student.**

Payment formula for the first payment point:

Example: Using a federal funding allocation of \$50,000 based on the program's estimated number of students enrolled of 200, pre-tested of 185, and pre- and post-tested of 170;

- Multiply the award amount by 70% to determine the first payment allowance, i.e., $\$50,000 \times .70 = \$35,000$
 - Divide the actual number of students enrolled in MAERS pre-tested, and have an adult learning plan on file, by the estimated number of students projected and funded, i.e., $200 \text{ divided by } 185 = 93\%$
 - Multiply the first payment allowance by the percentage of students calculated above, i.e., $\$35,000 \times .93 = \$32,550$ earned for the first payment point.
- b) The second performance payment point is based on the remaining 30% of the total grant award. Thirty percent of the program payment will be paid for the cost of providing an instructional program for the actual number of pre-tested students identified for the first payment point that

received instruction and were **post-tested** using an MDCD approved test. **An End of Enrollment Status other than “Separated Before Completion—System Exit” (i.e. Soft Exit) should be completed for each pre- and post-tested student.**

Payment formula for the second payment point:

Example: Using the example for the first payment point,

- Multiply the award amount by 30% to determine the second payment allowance, i.e., $\$50,000 \times .30 = \$15,000$
- Divide the actual number of students enrolled in MAERS, pre- and post-tested, and have an adult learning plan on file by the actual number of students enrolled in MAERS, pre-tested, and have an adult learning plan on file, i.e., $170 \text{ divided by } 185 = 92\%$
- Multiply the second payment allowance by the percentage of students calculated above, i.e., $\$15,000 \times .92 = \$13,800$ earned for the second payment point.

c) Total Performance Funding for 2002-2003 program year

Add $\$32,550$ (1st payment point) + $\$13,800$ (2nd payment point) = $\$46,350$ total performance funding for a $\$50,000$ requested budget initially based on 200 students with 185 pre-tested and 170 students pre- and post-tested. The **Total Performance Percentage** for this program was 93.1%.

- The MDCD will reconcile with the grantee the difference of $\$3,650$ to be returned.

2) **Funding for Program Period - July 1, 2003-June 30, 2004**

Additional years funding in this multi-year application is determined on availability of funds and the satisfactory performance of the grantee. The MDCD will consider the applicant's **Total Performance Percentage** earned the previous year when reviewing Continuation Funding Applications and reviewing application approvals. Programs with a **Total Performance Percentage** below 50% will receive technical assistance.

Applicants will submit new locally projected performance expectations for educational gain and outcome goals for Program Year 2003-2004. Grantees applying for Continuation Funding in 2003-2004 shall be paid according to the following formula:

Payment formula for the 2003-2004 program years:

- a) The first performance payment point will provide up to 70% of the grant award for operating funds. Seventy percent of the grant payment will be paid for the cost of providing an instructional program for the actual number of students in the adult education program receiving a **pre-test assessment**, assigned an Educational Functioning Level and who have an Adult Learning Plan on file. An End of Enrollment Status other than “Separated Before Completion—System Exit” (i.e. Soft Exit) should be completed for each pre-tested student. (See method of calculation above using a 70% payment value.)
- b) The second performance payment point is based on 15% of the total grant award. Fifteen percent of the program payment will be paid for the cost of providing an instructional program for the actual number of pre-tested students identified for the first payment point that received instruction and were **post-tested** using an MDCD approved test. An End of Enrollment Status other than “Separated Before Completion—System Exit” (i.e. Soft Exit) should be completed for each pre- and post-tested student. (See method of calculation above using a 15% payment value.)

- c) The third performance payment point is based on 15% of the total grant award. Fifteen percent of the program payment will be paid on the **percent of the program's projected target attained for students advancing at least one educational functioning level (EFL)** as reported to MAERS (the percent of total students pre-and post-tested actually advancing one educational functioning level divided by the applicant's projected target percent of students pre- and post-tested to advance a level). For example: The program projects a target of 33% of their pre- and post-tested students will advance at least one educational functioning level during that program year. After receiving their MAERS data the total number of pre- and post-tested students is shown to be 150 and that 50 students have advanced at least one EFL. Fifty students divided by 150 is 33%. The program has met their target (100%) and will receive the full 15% of this payment. If the program determines 25% of their students advanced one EFL the percent achievement of their target will be 75% and will receive that percentage of this payment point.

The MDCD will reconcile with the grantee the difference of the amount of funding drawn for this award and the amount of funding earned through the three performance factors. This difference must be returned.

SECTION II. OTHER INFORMATION

LENGTH OF AWARD – Multi-Year Plan

Funding will be available following the approval of the grant application after July 1, 2002. This funding may be used to operate from July 1, 2002 through June 30, 2003. Additional years funding will be available, pending availability of funds and the satisfactory performance of the grantee. Continuation funding applicants will update their program narrative to reflect current conditions or program changes.

CONTINUATION OF FUNDING

Continuation of funding is subject to MDCD approval and based on the availability of the federal funds and satisfactory performance of the grantee. Projects demonstrating success in meeting the standards of performance outlined above will be asked to provide a Continuation Funding application and a new budget form for the July 1, 2003 through June 30, 2004 program year. **A separate budget summary and budget detail is required for each fiscal year.** Changes in program plans, budgets or funding requirements over the multi-year period that are determined necessary by the MDCD may be requested.

REJECTION OF PROPOSALS

The MDCD will award funding based on the review of the application and the MDCD Director's approval. The MDCD reserves the right to reject or adjust the requested funding level of any and all proposals received as a result of this announcement. Additionally, past performance on Adult Education and Literacy program grants will be considered when the reviewers make their recommendations to the MDCD Director.

CLOSING DATE AND DELIVERY ADDRESS

The Adult Education Office must receive the original proposal bearing ORIGINAL signatures and 3 additional copies of the complete application. Because of the summer recess applicants may select which of the following deadline dates meet their beginning of class schedule:

| Effective Date | Application Deadline |
|-------------------------------------------------------------------------------------------------------|---------------------------------|
| July 1, 2002 | Due no later than June 28, 2002 |
| August 1, 2002 | Due no later than July 31, 2002 |
| THE "EFFECTIVE DATE" IS THE BEGINNING DATE ON WHICH EXPENDITURES CAN BE CHARGED TO THE FEDERAL GRANT. | |

The applications may be hand delivered to the Adult Education Office on the third floor of the Victor Building, 201 North Washington Square, Lansing or sent by mail to:

Adult Education Office
Federal Grant Application
Michigan Department of Career Development
201 North Washington Square
P.O. Box 30714
Lansing, Michigan 48909

Late applications, applications submitted by facsimile or email or applications submitted, but not in accordance with the application preparation instructions (below) will not be accepted and will be returned to the applicant WITHOUT REVIEW.

One copy of the completed application must be sent directly to the applicant's regional Michigan Works! Agency Workforce Development Board by the same deadlines indicated above for applications to be submitted to the MDCD Adult Education Office.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

This is a continuation application. Applicants must review their previous year's narrative and update any portions where program changes have been made. With each narrative component indicate that no change is being made or include the changes needed for that component. Applications should be prepared simply and economically, with the narrative portion of the proposal for being **no more than 12 pages in length, single-spaced, in Times, Times Roman or similar type font and no smaller than 12 point.** All application pages must be securely stapled. Special bindings and binders should not be used. Relevant supporting documents that are attached to the application must be kept to a maximum total of **five pages**. Such supporting documents are not counted in the 12-page limit. Supplementary materials such as commercial publications and videotapes will **not** be reviewed. **Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.**

All applicants should refer to the "Application Check-List" at the front of the Application portion this submittal to determine the parts of the application they must submit.

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of the MDCD, all appropriate state and local licensing laws if applicable, and with all other state and federal requirements and regulations pertaining to these funds.

AMERICANS WITH DISABILITIES ACT

The MDCD is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the Department for assistance.

AVAILABILITY OF APPLICATION

The MDCD will make information available about the availability of funds and the method of applying for these funds through direct mailing to the eligible applicants, notification of professional organizations, and other relevant state programs. Associations representing literacy groups, adult educators, and Workforce Development Boards will be advised of application opportunities. The grant instructions, general information, appendices and the application will be posted on the Michigan Department of Career Development's web site at: <http://www.mdc.org>.

FUNDING CONTINUATION

Funding for **continuation applicants** for the current multi-year funded Adult Education and Family Literacy Act federal funded programs will be based on successful completion of Parts I and II of the MDCD Federal Annual Year-End Report, full participation in the Michigan Adult Education Reporting System (MAERS) and other reporting needs of the Department, the successful completion of this Continuation Application for 2002-2003, participation in all Department required functions, and meeting all budgetary requirements for state and federal funding.

FINANCIAL REPORTING

A final report of expenditures will be required within 45 days of the grant ending date, showing all bills paid in full.

SECTION III: REVIEW PROCESS AND REVIEW CRITERIA FOR NARRATIVE

REVIEW PROCESS

All continuation applications are to be submitted to the Adult Education Office of the MDCD. The Adult Education Office will coordinate the review process.

Review of the continuation funding applications will be done by the Adult Education Office staff for successful performance of previous funding requirements and for the completeness of the requested information in this application including budgetary requirements. All applicants will be notified of the MDCD's action.

In addition to the content of the application, the Department may apply other factors in making funding decisions, such as: (1) performance of the fiscal agent on previously funded initiatives; (2) the extent to which the program addresses MDCD priorities for low income students, single parents and displaced

homemakers, and individuals with multiple barriers to educational enhancement; (3) whether the local applicant's projections and actual performance reflect continuous improvement; and (4) compliance with all Departmental requirements.

GRANT REVIEWERS

All applications will be reviewed for completeness and budget. The reviewers will assist in assuring that the application meets state and regional adult education and literacy needs and priorities and all budget items are consistent with state and federal regulations.

APPLICATION NARRATIVE

All applicants for continuation funding will review and update the application narrative from their previous year's proposal. For example, an applicant could provide the narrative only for C.2 Professional Development opportunities and indicate "all other program plans remain unchanged". The E.2 Projected Performance Goals would be submitted in October.

The application narrative includes the following information:

- A. Program Planning
 - 1. Regional Adult Education and Literacy Needs and Priorities
 - 2. Cooperative Arrangements and Program Coordination
 - 3. Literacy Services for Students Most in Need
 - 4. Information Management System
- B. Curriculum and Instruction
 - 1. Measurable Program and Student Outcome Goals
 - 2. Goal-Based Individual Adult Learning Plans
 - 3. Instructional Practices and Materials
 - 4. Technology in the Instructional Program
 - 5. Program Intensity and Duration
- C. Staff Development
 - 1. Staffed by Well-Prepared Instructors, Counselors, and Administrators
 - 2. Professional Development Opportunities – **New narrative required.**
- D. Recruitment and Retention
 - 1. Recruitment Strategies for Target Populations
 - 2. Services and Activities to Promote Attendance and Retention for Goal Attainment
- E. Projected Performance Goals – **Must be submitted by mid-October, 2002. Actual date to be announced.**
 - 1. Completion of the Projected Performance Goals Worksheets in the Application
 - 2. Rationale for the Projected Performance Goals Specific to this Program

Review Criteria for the Application Narrative Proposal for Continuation Applicants

Outlined below are the components included in the "Narrative Proposal" and the criteria addressed in the initial application and updated in the July 1, 2001 to June 30, 2002 application. Continuation applicants should submit an updated narrative with this application. The "Narrative Proposal" of the continuation application shall reflect the applicant's total Adult Education program and update ALL of the criteria where change in the program are being planned. If no change is appropriate indicate "no change" after that portion of the narrative component.

A. Program Planning

1. Regional Adult Education and Literacy Needs and Priorities

- Identify the needs and priorities for adult education and literacy in your region based on the Environmental Scanning and Career Development Strategic Plans developed by the region's Workforce Development Boards (WDB) and their Education Advisory Groups (EAG).
- Describe how the proposed program and activities will address identified regional needs and priorities. Specifically address those individuals in need of adult basic education and literacy services who are low-income, individuals with disabilities, single parents and displaced homemakers, individuals with multiple barriers to educational enhancement, and individuals with limited English proficiency or minimal literacy skills. Relevant data should be provided to document the level of need of these individuals for the proposed program.
- Indicate the process for continually assessing and addressing the future needs of students and the community and the applicant's working involvement with the WDB and their EAG.

Review criteria includes:

- a) The proposal contains the identified needs and priorities for students and the community as described in the WDB Environmental Scans. The proposal shows clear collaboration with the WDB and EAGs in their region in addressing the needs for adult education in their community.
- b) The proposal provides a clear plan for addressing identified needs of specific target populations to be served; and
- c) The proposal provides a plan for continuously assessing student and community needs and adjusting the program to meet identified needs.

2. Cooperative Arrangements and Program Coordination

- List and describe any cooperative arrangements the applicant has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities to maximize delivery of services, solicit input and feedback, and foster public participation. Identify linkages such as those with K-12, post-secondary, private non-public schools, job training programs, social services, community-based organizations, business and industry, family education providers, WDB and EAG, One-Stop Centers, and others.
- Address how other agencies are included in program development to solicit ongoing input and feedback, to identify needs, to foster public participation in adult education and literacy activities, and to develop strategies for recruitment and quality programs.

Review criteria include:

- a) The grant application provides strong evidence that the applicant coordinates activities and services with other available resources; and,
- b) The grant application shows how they solicit ongoing input and feedback.

3. Literacy Services for Students Most in Need

- Describe how the applicant will serve individuals in the community who are most in need of literacy services, including individuals who are low income or have minimal literacy skills.
- Describe the past effectiveness of the applicant in improving the literacy skills of adults and families and the ability of the applicant to meet or exceed the required performance standards, especially with respect to those adults with lower levels of literacy.

Review criteria include:

- a) The grant application for literacy services addresses specific needs of the individuals to receive these services. It clearly targets individuals most in need of literacy services.
- b) The grant application identifies the appropriate partners for providing the literacy services described with letters of support where appropriate to show all components of the service are in place. (Letters of support will count as one attachment in the Applicant Attachments.)
- c) The grant application adequately describes the plan for delivering a quality program and where applicable integrating skill development within adult basic education classes.
- d) The applicant shows a history of past effectiveness in improving the literacy skills of adults and families.

All instructional services provided for Family Literacy and Workplace Literacy must be measurable by approved literacy assessments, integrated within adult basic education, students placed on educational functioning levels and recorded in MAERS, and services provided only to students eligible for this federal funding.

4. Information Management System

- Describe the applicant's history and ability to maintain a high-quality information management system that has the capacity to report student outcomes and monitor program performance against the performance measures outlined in the MAERS.
- Provide evidence to show that the applicant has the human and technological resources needed to collect and input the data required in the MAERS. Explain how program information security will be managed to assure confidentiality of education records and the MAERS information security requirements.

Review criteria include:

- a) The grant application describes a history of effectiveness in collecting and reporting student progress and outcome information.
- b) The grant application describes a management system for monitoring program performance against the stated performance measures as required in the MAERS.
- c) The grant application describes access to both human and technological resources to collect and input data required in the MAERS.

B. Curriculum and Instruction

1. Measurable Program and Student Outcome Goals

- Identify the measurable **program goals** for achieving a high-quality adult education and literacy program that enhances student learning, reflects the community and learner needs, and incorporates socio-economic realities such as employment opportunities. How are these goals measured to determine program effectiveness?
- Describe the **student learning and outcome goals** for the various components of this proposed adult education program. Indicate how these goals will be measured, the student assessments used, and the criteria and gains requirement incorporated in the Michigan Adult Education Reporting System (MAERS).
- Describe the applicant's past effectiveness in preparing students to complete their goals, improve literacy skills, successfully compete in the workplace, and exercise the rights and responsibilities of citizenship.

Review criteria include:

- a) The grant application describes ambitious but realistic program and student goals.
- b) The grant application provides measures of success for the program and student goals linking them with the criteria in the MAERS.
- c) The grant application describes the applicant's history of effectiveness in preparing students to complete their goals.

2. Goal-Based Individual Adult Learning Plans

- Describe the process for developing locally designed goal-based adult learning plans for each student and how adjustments to the plan will be incorporated as appropriate.
- Indicate how any of the following are used to develop, enhance, and adjust a student's adult learning plan: (This is not an exclusive list but is suggested for consideration and is based on adult learning research. Other components may be included.)
 - learning style inventories to determine special learning needs;
 - learning activities in real life contexts;
 - assessment results, including pre/post tests, interim assessments, and/or progress records;
 - barrier identification to enhance learning and retention in the program;
 - active participation of the adult learner in developing their goal-based plan;
 - varied instructional practices, materials, and learning activities to enhance interest and learning;
 - other proven research methods for teaching the adult learner; and,
 - relevant information from Individual Service Plans currently used by MWAs.

Review criteria include:

- a) The grant application describes the process that will be used for developing and making adjustments to goal-based adult learner plans for All students.
- b) The grant application identifies a variety of inventories, assessments, and instructional practices incorporated into the adult learning plan to meet individual student needs and assist them in reaching their goals.

3. Instructional Practices and Materials

- Describe various instructional practices used in the programs of the applicant that are based on a strong foundation of research and effective educational practice. Address instructional practices being used such as: phonemic awareness, system phonics, fluency, and reading comprehension for programs teaching individuals to read; effectively employing advances in technology, as appropriate, including the use of computers; the provision of learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship; and/or how the ESL curriculum is based on language acquisition principles and addresses the four language skills of speaking, listening, reading and writing.
- Indicate whether the materials for use by adult learners include a wide variety of materials such as texts of various levels, current reading materials, learning games, manipulatives and special materials for persons with learning and/or physical disabilities, and limited English proficiency.

Review criteria include:

- a) The grant application identifies the existence of planned curricula that are adult appropriate and built on a strong foundation of research and effective educational practice;

- b) The grant application describes instructional strategies that meet individual student needs; and,
- c) The grant application describes curricula that are supported by a wide variety of materials for use by adult students.

4. Technology

- Provide information on the current practices, skills and knowledge of staff and students in the adult education program relating to the use of technology, including computers in the classroom.
- Describe how the technology needs of students are determined.
- Describe how technology is used to better enhance the instructional program.
- Describe the professional development needs of the staff in regards to the use of technology including computers and the plan for addressing those needs.

Review criteria include:

- a) The grant application indicates an awareness of the practices, skills, and knowledge of staff and students relating to the use of technology in the classroom;
- b) The grant application addresses how student technology needs are assessed and how the curriculum is or can be designed to address those needs; and
- c) The grant application identifies a plan for addressing staff's needs for professional development regarding the use of technology.

5. Program Intensity and Duration

- Provide evidence that the various programs being offered are of sufficient intensity and duration (i.e. days and hours of operation, variety of course offerings, etc.) to allow students to achieve substantial learning gains.
- Provide evidence that the programs being offered are of sufficient intensity and duration of instruction to allow students to attain their outcome goals.

Review criteria include:

- a) The grant application shows the programs are of sufficient intensity and duration to allow students to achieve substantial learning gains and successfully meet the performance requirements of this grant; and,
- b) The grant application shows the applicant's programs are of sufficient intensity and duration to allow students to attain their outcome goal and to meet the performance requirements of this grant.

C. Staff Development – Include plans for participation in the MDCD Professional Development Projects

1. Staffed by Well-Prepared Instructors, Counselors and Administrators

- Describe how the applicant can assure well-prepared instructors, counselors, and administrators staff the program;
- Describe any pre-service training provided for new teachers and/or tutors.
- Describe how the effectiveness of instructional providers is assessed to encourage professional growth and continuous improvement.

Review criteria include:

- a) The grant application provides evidence that the instructors, counselors and administrative staff are well-qualified and selected based on professional criteria;

- b) The grant application describes sustained training opportunities for new teachers and/or tutors; and,
- c) The grant application describes an evaluation process for instructional providers and opportunities provided for continuous improvement of instruction.

2. Professional Development Opportunities – Include plans for participation in the MDCD Professional Development Projects for 2002-2003

- Describe the professional development opportunities available to nurture, sustain, and support quality teaching and learning through the adult education and literacy program. Indicate how, if any, funding from this grant will be used for professional development to support the applicant's program goals.
- Describe how individual and program professional development needs are identified and specific plans developed to address those needs and to meet program goals. Does this plan include opportunities for staff to network, observe and problem solve with other staff within their own and other adult education programs to improve teaching and learning.
- **Describe how programs will determine which of the MDCD professional development projects they will participate in during the 2002-2003 program year and how participants will be selected.**

Review criteria include:

- a) The grant application describes the opportunities available to staff to participate in planned professional development activities designed to meet individual and program needs and improve teaching and learning within the program.

D. Recruitment and Retention

1. Recruitment Strategies for Target Population

- Describe the recruitment strategies that will be used to enable your agency to serve the number of adult learners specified in this grant application. Describe the current or the plan for developing a written marketing and recruitment plan to enable the prospective learners in identified target populations in the community to find out about the program, the learning opportunities it offers, and how to take advantage of them.
- Describe how the program makes use of community resources (elementary schools, secondary schools, postsecondary educational institutions, one-stop centers, job training programs, social service agencies, Work Keys Centers, etc.) for publicity and recruitment and for gathering demographic information to assist in decisions regarding recruitment and outreach.

Review criteria include:

- a) The proposal describes specific recruitment strategies to assure it can reach the expected enrollment goals identified in this proposal;
- b) The proposal describes its marketing and recruitment plan for the target population of each component of the program; and,
- c) The proposal identifies how it uses other community resources for assistance in recruitment and outreach.

2. Services and Activities to Promote Attendance and Retention for Goal Attainment

- Describe the types of services, activities and/or referrals that will be utilized to promote continued learner participation until learner goals are met, i.e. transportation and childcare assistance, referral to support agencies, flexible schedules, special accommodations, etc.
- Describe the linkages or agreements that exist between this adult education and literacy program and other educational, community and/or workplace support services. Indicate if students participate in a barrier identification process when they enroll in their adult education and literacy program and if not how are these student needs determined?
- Describe the process your program utilizes to conduct follow-up with program completers to determine program impact and with non-completers to determine reasons for separation, the effectiveness of the adult education program, and to define and resolve program problem areas. Does the program conduct follow-up with students who have not attended classes for a short period of time to identify their current needs and a possible course of action to re-engage the students in the educational program?

Review criteria include:

- a) The proposal describes the services, activities, and/or referrals available to adult students to assure learners and their families have access to support systems, both within the program and in the community to promote continued learner participation until learner goals are met;
- b) The proposal describes a process for identifying participation barriers for their students with linkages or agreements with other programs and agencies to assist in maintaining regular student participation in the adult education program; and
- c) The proposal describes an active follow-up system on program completers and non-completers to determine program impact, effectiveness, and define problem areas.

E. Projected Performance Goals – Due to the Adult Education Office by October 4, 2002

1. Completion of the Projected Performance Goals Worksheets in the Application

- Complete the Projected Performance Goals Worksheets found in the application for students in all the proposed adult education and literacy programs including the Adult Basic Education and English as a Second Language programs, High School Diploma and GED programs, Family Literacy and Workplace Literacy Programs, and Institutional Programs as required in the MAERS.

Review criteria include:

- a) The proposal has completed the Projected Performance Goals Worksheets for student educational gain and goal accomplishment for students in all programs described in this application; and,
- b) The projected percentages reflect continuous improvement based on data available to the applicant at this time.

2. Rationale for the Projected Performance Goals Specific to this Program

- Provide the rationale for the percentages projected as their performance goals indicated on the Projected Performance Goals Worksheets. Include factors such as past effectiveness in achieving gains for the particular populations of adult students in the various programs provided, unusual barriers to education that their specific student

population may have, and/or program implementation concerns that could affect students successfully accomplishing their outcome goals.

- Describe areas of program improvement or instructional practices (refer to other sections of this narrative where applicable) that will occur over the next three years. How will these improvements assist the applicant in reaching their projected performance goals and provide continuous improvement toward a higher percentage of students successfully reaching their outcome goals.

Review criteria include:

- a) The proposal identifies the factors involved in determining the percentages projected as the applicant's performance goals. These factors substantiate the percentages projected by the applicant as realistic and challenging for this adult education and literacy program.
- b) The proposal describes new and innovative practices that will be implemented in the program that will move programs toward continuous improvement and the successful accomplishment of high standards of teaching and learning in their adult education and literacy programs.

SECTION IV. INFORMATION CONCERNING OTHER REQUIREMENTS

GRANT MANAGEMENT REQUIREMENTS AND GENERAL PROVISIONS

- 1) Full participation in recording all students in the total Adult Education Program whether state or federally funded on the Michigan Adult Education Reporting System (MAERS).
- 2) Completion of all requested information from the MDCD Adult Education Office and the year-end progress report requirements.
- 3) Participation in the training and technical assistance provided by the MDCD Adult Education Office staff and funded providers.
- 4) Cooperation with any MDCD or U.S. Department of Education surveys and evaluation activities.
- 5) If the Grantee is other than a school district and seeks reimbursement for indirect costs, justification for the rates must be submitted to the Adult Education Office in the application for funding.
- 6) Changes in the line item budget will be allowed only upon prior review and written approval by the Grant Administrator in the Michigan Department of Career Development (MDCD), Adult Education Office.
- 7) The Grantee shall retain all financial records, supporting documents, statistical records, and all other pertinent records for a period of three (3) years after final payment is made to the Grantee.
- 8) To the extent that it can be determined that interest was earned on advances of Grantor funds, such interest shall be remitted to the Grantor agency. All other program income shall either be added to the project budget and used to further eligible program objectives or deducted from the total program budget for the purpose of determining the amount of reimbursable costs. The MDCD Grant Administrator shall make the final determination.
- 9) The purchase of equipment with a unit cost of more than \$5,000 must have prior written approval of the MDCD Grant Administrator. Equipment is defined as non-expendable personal property having an acquisition cost of \$5,000 or more and a useful life of more than one year. Such equipment shall be retained by the Grantee.
- 10) The Grantee shall adhere to the School District Accounting Manual and/or General Accepted Accounting Principles and shall maintain records which will allow for the comparison of actual outlays with budgeted amounts. The Grantee's overall financial management system must ensure effective control over and accountability for all funds received. Accounting records must be

supported by source documentation such as time sheets and invoices. The expenditure of state and federal funds shall be reported by line item and compared to the approved budget.

- 11) At the discretion of the Grantor, the project may be subject to a final audit prior to or after the final payment.
- 12) The Grantee agrees to comply with all pertinent federal and state regulations and legislation involving civil rights, equal opportunity and affirmative action including (but not limited to) Title VI of the Civil Rights Act of 1964, and Act No. 453, Michigan Public Acts of 1976.
- 13) The Grantee, all contractors, and subcontractors will provide and maintain during the term of this grant public liability, property damage, and workers' compensation insurance insuring the interests of all parties to this grant against any and all claims which may arise out of the Grantee's or subgrantor's operations under the terms of this grant. The name of the Grantee and the Grant number must be shown on the certificate of insurance to assure correct filing. It is agreed that in the event that any carrier of such insurance exercises cancellation, notice will be made immediately to the State of such cancellation.
- 14) The Grantee, contractors and subcontractors are responsible for insuring that all precautions are exercised at all times for the protection of persons and property. The safety provision of all applicable laws and building and construction codes shall be observed. The Grantee, contractors and subcontractors are responsible for compliance with all federal and state laws and municipal ordinances and regulations, in any manner, affecting the work or performance of this grant and shall at all times carefully observe and comply with all rules, ordinances, and regulations. The Grantee, contractors and subcontractors shall secure all necessary certificates and permits from municipal or other public authorities as may be required in connection with the performance of this grant.
- 15) Inasmuch as each party to this contract is a governmental entity of the State of Michigan, each party to this contract must seek its own legal representative and bear its own costs, including judgments, in any litigation that may arise from the performance of this contract. It is specifically understood and agreed that neither party will indemnify the other party in such litigation.

RELIGIOUS PROHIBITIONS:

Use of WIA funds for religious activities is prohibited.

- (1) No State, grantee, contractor or subcontractor may use its grant or subgrant to pay for any of the following:
 - a. Religious worship, instruction, or proselytization.
 - b. Equipment or supplies to be used for any of the activities specified in paragraph (1)(a) of this section.
 - c. Construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph (1)(a) of this section.
 - d. An activity of a school or department of divinity.
- (2) As used in this section, *school or department of divinity* means an institution or a component of an institution whose program is specifically for the education of students to:
 - a. Prepare them to enter into a religious vocation; or
 - b. Prepare them to teach theological subjects.

CANCELLATION:

The state may cancel this grant for any of the following reasons:

- A. Default of the Grantee: In case of default by the Grantee, the State may immediately cancel the grant or purchase order without further liability to the State, its departments, agencies, and employees.

- B. Lack of Further Need for the Service or Commodity: In the event that the State no longer needs the service or commodity specified in the grant or purchase order due to program changes, changes in law, rules or regulations, relocation of offices, or insufficient funding, the State may cancel the grant or purchase order, without further liability to the State, its department, agencies, and employees by giving the Grantee written notice of such cancellation 30 days prior to the date of cancellation.
- C. Failure of the Legislature or the Federal Government to Provide the Necessary Funding: In the event that the Legislature or the federal government fails to provide or terminates the funding necessary for this grant, the State may cancel the grant by providing written notice to the Grantee 30 days prior to the date of cancellation *provided*, however, that in the event the action of the Legislature or federal government results in an immediate absence or termination of funding, cancellation may be made effective immediately upon delivery of written notification to the Grantee. In the event of a termination under this sub-paragraph, the Grantee shall, unless otherwise directed by the State in writing, immediately take all reasonable steps to terminate its operations and to avoid and/or minimize further expenditures under the grant.
- D. Upon Order of a Court or Direction by the Federal Government: In the event of a court order halting or suspending activities under the grant or, in the case of a grant involving federal funds or otherwise subject to federal oversight, issuance of an order or directive by the federal government halting or suspending activities under the grant, the State shall promptly notify the Grantee in writing of the entry or receipt of such order and shall direct the Grantee to take immediate action in conformity with such order or directive. In the event of a termination or suspension of the grant under this sub-paragraph, the Grantee shall, unless otherwise directed by the State in writing, immediately take all reasonable steps to terminate its operations and to avoid and/or minimize further expenditures under the grant.

ADMINISTRATIVE COSTS

Section 233(a) of WIA Title II states that not less than 95% of the funding received by a local applicant shall be expended for carrying out adult education and literacy activities and the remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination. The Act also provides for the “Special Rule” that in cases where the cost limits described above are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the local applicant will need to negotiate with the Adult Education Office in order to determine an adequate level of funds to be used for noninstructional purposes.

FEDERAL FINANCIAL MANAGEMENT AND GRANT ADMINISTRATION REQUIREMENTS

As with all Federal grant programs, it is the responsibility of all programs funded by the Adult Education and Family Literacy Act, WIA Title II to ensure appropriate stewardship of Federal funds entrusted to them. Under WIA Title II and EDGAR regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the financial results of the adult education and literacy program. To meet this requirement, the district program must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures.

A grant recipient that has **sub-recipients/out-going transfers** is required in accordance with paragraph 400(d) of OMB Circular A-133 to do the following with regard to its sub-recipients (1) identify the Federal award and funding source; (2) advise sub-recipients of all requirements imposed on them; (3) monitor sub-recipient activities and compliance; (4) ensure that sub-recipients have A-133 audits when

required; (5) issue decisions and ensure follow-up on audit findings in a timely way; (6) where necessary, adjust its own records and financial statements based on audits; and (7) require sub-recipients to permit access by the pass-through entity and auditors to records and financial statements as necessary for the pass through entity to comply with A-133.

Grant recipients are responsible for managing the day-to-day operations of the grant and supported activities of sub-recipients to assure that all funding requirements of this award are in compliance with applicable Federal requirements and that the grantee achieves their performance goals.

SECTION V. APPLICATION INSTRUCTIONS

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

Parts 6 & 7 Budget

The budget section of your proposal should be as specific and detailed as the narrative portion of your application. It should reflect the cost of activities outlined in your plan of operation, and contain no surprises or unjustified purchases. In all cases, present a budget based on sound rationale and justification. All applicants will be required to submit **separate** Budget Summary and Budget Detail forms for the following categories, if applying for those types of funding:

- a. Instruction Budget Summary (Part 7-A) which includes the Professional Development Set-Aside reflects the total funding being requested. Budget Detail must be submitted for Regular Instruction (Part 7-B) and Professional Development (Part 7-C)
- b. Institutional Budget Summary (Part 8-A) and Budget Detail (Part 8-B).

Budget Summary

The Budget Summary **must** reflect the entire Applicant Adult Education program budget (State Aid 107 and Federal Instructional and Professional Development).

- a. Type legal name of Applicant.
- b. The Recipient Code is the District Code or assigned code, used in all transactions with the Department.
- c. Consolidate multiple budget entries for the same function code into one line on the Budget Summary form.
- d. Round all amounts to the nearest dollar.
- e. Total Budget (A) on this form includes State Aid 107 and federal funds for Adult Education programs for the applicant.
- f. The MDCD/Adult Education Federal Grant Share of Budget (B) is the **federal** dollar amount the applicant is applying for under this application.
- g. Local Share of Budget (C) is the difference between the full program budget and the requested federal grant funds (A-B=C).
- h. These forms **MUST** be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022).
- i. The Business Office Representative, and the Project Contact Person signs and dates the bottom of the page (ORIGINAL signatures are required on this form).

Budget Detail

The Budget Detail must **ONLY** reflect the Adult Education Federal Grant Budget (the amount of funding being requested) for this application.

- a. Provide all the details, such as: salary rate, percentage of time for salary, fringe benefits, mileage rates for travel, per diem rates, honorarium rates, describe purchased services, number and dollar amount of text books purchased, etc.
- b. Include all items for which funding is requested.
- c. Under Section 241 (a) of the Workforce Investment Act of 1998—"Supplement Not Supplant" — Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities."

Do:

- Let the budget reflect exactly what you propose in the narrative.
- Be able to justify all requests.

Don't:

- Introduce any unexplained or unexpected items in the budget.
- Request any unexplained amounts, such as "miscellaneous" or "contingency fund."
- **Inflate** the budget by requesting more than you need.

Request major equipment purchases that aren't justified by the project. (Note: Purchase of equipment over \$5,000 **requires prior approval**).

APPENDICIES

- A. Adult Education Professional Development Activities For FY 2002-2003
- B. Adult Education: Program Eligibility for Federal & State Programs

| <p style="text-align: center;">MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT ADULT EDUCATION PROFESSIONAL DEVELOPMENT PLANS FOR FY 2002/2003</p> | |
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| <p style="text-align: center;">PROVIDER CONTACTS AND COST INFORMATION</p> | <p style="text-align: center;">ADULT EDUCATION PROFESSIONAL DEVELOPMENT ACTIVITY</p> |
| <p>I. Lansing Community College Contact: Glenn Mathes Phone: (517) 483-1925 Email: mathesgl@lcc.edu</p> <p>Costs:</p> <ul style="list-style-type: none"> • No participant registration fee. • A continental breakfast and lunch will be provided. • Travel, overnights, and evening meals to be paid by participant. May be reimbursed by participant's program through federal grant or Sec. 107 & 108 professional development funds.* | <p><u>Lansing Community College ESL Training:</u></p> <p>Lansing Community College will be developing an integrated ESL-GED model and providing a total of five two-day workshops in the use of the materials in various geographic areas around the state with three two-day follow up workshops for those requesting additional assistance. The ESL-GED model will be ready for training after January and running through May 2003. A total of approximately 100 teachers will be expected to participate in these workshops.</p> <p>In addition, LCC will also conduct nine one-day workshops throughout the program year in various geographic areas on implementing short-term intensive ESL models. Three to five models will be introduced at the workshops. Further training may be desired for the LCC Progressive Accelerated Language Program model currently being used by Michigan Adult Education programs. This additional training may be available later in the year on a tuition basis. Approximately 270 teachers will be able to participate in these workshops.</p> |
| <p>II. National Center on Adult Literacy, University of Pennsylvania, Philadelphia, PA. Contact: Lynda Ginsburg Phone: (215) 898-2100 Email: ginsburg@literacy.upenn.edu</p> <p>Michigan Site Coordinator: Ken Walsh, ATS Educational Consulting Services, Portland, MI. Phone: (517) 647-5585 Email: ATSSrADV@aol.com</p> <p>Costs:</p> <ul style="list-style-type: none"> • No participant registration fee. • Participant workshop meal costs will be collected from participant. May be reimbursed up to state group meal rates (lunch \$10.25 and breakfast \$7.00) by participant's program through federal grant professional development funds. <p>Travel, overnights, and evening meals to be paid by participant. May be reimbursed by participant's program through federal grant professional development funds or Sec. 107 Or 108 professional development funds.*</p> | <p><u>University of Pennsylvania Instructor Training:</u></p> <p>The University of Pennsylvania will conduct a total of 14 teacher training institutes which include the following:</p> <ul style="list-style-type: none"> - 10 institutes will be conducted in various geographic areas around the state. There will be 4 total days for each institute consisting of 2 initial training days and 2 follow up training days in selected topic areas including: 1) instructional technology; 2) reading disabilities; and 3) writing. The initial 2-day training will begin in late September and October and repeated throughout the fall. The follow-up training will be conducted about 4 weeks after the initial training. The intent is for teachers to implement skills and methods learned between the initial and follow-up institutes utilizing "action research" techniques. Training is to be conducted by National Center on Adult Literacy staff and locally trained trainers. Approximately 300 teachers may be able to participate in the 10 institutes. - one statewide numeracy institute to be conducted by national experts in this field. It will be a total of 4 ½ days and consisting of one 2 ½ day initial statewide training with 2 days of follow-up training conducted in 3 local geographic areas. Approximately 100 teachers will be able to participate in the numeracy institute. <p>Training of Trainers – Late August: To conduct the 10 teacher training institutes in selected topic areas, a training of trainers will be conducted for a cadre of 20 individuals who will be identified from across the state through competitive application. These local trainers will assist in identifying local needs; provide the locally based training institutes, and ongoing support to participating teachers.</p> <p style="text-align: right;"><i>Page 2</i></p> |

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| <p>III. Florida Human Resources Development Contact: Ron Froman, Phone: (407) 699-9622 Email: natrain@aol.com</p> <p>Michigan Project Advisor: Kathleen Sullivan Grand Rapids Public Schools Phone: (616) 771-2734 Email: sullivank@grps.k12.mi.us</p> <p>Site Coordinator not identified at this time.</p> <p>Costs:</p> <ul style="list-style-type: none"> • No participant registration fee. • Participant workshop meal costs to be collected from participant. May be reimbursed up to state group meal rates (lunch \$10.25 and breakfast \$7.00) by participant's program through federal grant professional development funds. • Travel, overnights, and evening meals to be paid by participant. May be reimbursed by participant's program through federal grant professional development funds or Sec. 107 or 108 funding for professional development.* | <p>Florida Human Resources Development: INSTRUCTOR TRAINING</p> <p>Florida Human Resources Development will select 20 – 30 Adult Education instructors to form a teacher leadership team representing local issues and needs in the planning and delivery of the teacher training. Instructors will apply and be selected based on geographic areas, funding source and program type. This is a one-day commitment in mid-July if possible.</p> <p>The teacher training will consist of a total of five institutes in various geographic areas around the state. Each institute will be a total of 5 days consisting of 2 initial teacher training institute days (Sept & Oct with 2 trainings per week), 1 mid-term training workshop day (mid-January), and 2 follow-up training institute days (April & May). On-line training and support resources will also be provided to institute training participants between initial, midterm, and follow-up teacher training institutes.</p> <p>The teacher training institutes will address all of the following: 1) Adult learning theory and the modification of instruction to improve student achievement; 2) In collaboration with MDCD's Michigan Rehabilitation Services the identification of learning disabilities and instructional modifications required to address student needs based upon principles in the Bridges to Practice model; 3) special accommodations available on GED testing; 4) development of Adult Learning Plans; and 5) the implementation of an Action Research Plan. A total of 500 teachers may be trained statewide in these institutes.</p> <p>Training of Trainers: A training of trainers will be conducted by nationally certified trainers in the Bridges to Practice Model. Trainers will be selected through a competitive application process. This is a 5-day training with extensive qualifications to become certified for future availability to train Adult Education instructors.</p> <p>A Michigan Adult Education Professional Development (MAEPD) website will be established with web-based training components to provide on going support, information, and resources to all adult educators. One portion of the website is for instructors and another portion for administrators.</p> |
| <p>IV. Florida Human Resources Development Contact: Ron Froman, Phone: 407- 699-9622 Email: natrain@aol.com</p> <p>Michigan Project Advisor: Kathleen Sullivan, Grand Rapids Public Schools Phone: (616) 771-2734 Email: sullivank@grps.k12.mi.us</p> <p>Site Coordinator not identified at this time.</p> <p>Costs:</p> <ul style="list-style-type: none"> • No participant registration fee. • Participant workshop meal costs to be collected from participant. May be reimbursed up to state group meal rates (lunch \$10.25 and breakfast \$7.00) by participant's program through federal grant professional development funds. • Travel and overnights to be paid by participant. May be reimbursed by federal grant, Sec. 107 & 108 professional development funds.* | <p>Florida Human Resources Development: ADMINISTRATOR TRAINING</p> <p>Florida Human Resources Development will select 20 – 30 Adult Education administrators to form an administrative leadership team representing local issues and needs in the planning and delivery of the administrator training. Instructors will apply and be selected based on geographic areas, funding source and program type. This is a two-day commitment in mid-July if possible.</p> <p>The administrator training will consist of a total of five institutes in various geographic areas around the state. Each institute will be a total of 4 days consisting of 2 initial training institute days (Sept & Oct with 2 trainings per week), mid-term training on the web, and 2 follow up institute training days (April & May). Institutes will have two tracks to target both novice and veteran administrators. On-line training and support resources will also be provided to institute training participants between initial and follow-up teacher training institutes. A total of 300 administrators may attend statewide.</p> <p>The administrative institutes will address: 1) Organizational management issues impacting student achievement; 2) Improving student retention and performance; 3) facilitating professional growth of staff including use of best practices and effective instructional methods; 4) the adult education learning environment and its impact on student achievement; and 5) development and implementation of continuous improvement plans.</p> <p>A Michigan Adult Education Professional Development (MAEPD) website will be established with web-based training components to provide on going support, information, and resources to all adult educators. One portion of the website is for instructors and another portion for administrators.</p> |

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| <p>development funds.*</p> <p>V. Michigan Department of Career Development. Development. Contact: Kathy Emmenecker, Phone: (517) 241-1017 Email: emmeneckerk@michigan.gov Cost:</p> <ul style="list-style-type: none"> • An average registration fee of \$30.00 per person will be assessed and will include a continental breakfast and lunch. • Travel to be paid by participant. May be reimbursed by participant's program through the federal grant professional development funds or Sec. 107 or 108 funding for professional development.* | <p>Michigan Department of Career Development ESL Trainings:</p> <p>The MDCCD will be sponsoring a series of one-day ESL workshops, offered in various geographic areas, and addressing the following topics: 1) Workplace ESL; 2) Zero-Based ESL; 3) ESL Program Development; 4) Intro to ESL Methodology; 5) ESL Instructional Strategies; 6) Migrant ESL; 7) ESL Tutor Training; 8) ESL for Foreign-Born Professionals; 9) Distinguishing Learning Disabilities from Language Proficiency Issues; 10) Comparative Educational Systems; 11) Michigan Immigration Forecast; 12) Special Needs of Special Populations; and 13) Error Analysis/Hierarchy of Errors/L1 Transference.</p> <p>Check the MDCCD web site at www.michigan.gov/mdcd for specific dates, locations, and registration information.</p> <hr/> <p>Michigan Department of Career Development MAERS Training:</p> <p>The MDCCD will be providing a series of one-day MAERS training workshops targeted at various skill and interest levels for system users as follows:</p> <p>New User Training – There will be new user trainings (possibly up to 25) held throughout the state beginning in August and through September. Each session will be a full-day training. The training is for those districts that have new staff that have not been previously trained on MAERS.</p> <p>Update User Training – There will be update user trainings (possibly up to 25) held throughout the state beginning in August and through mid October. Each session will be a half-day training to update the user on the new requirements that have been implemented in MAERS, (i.e., Section 107 FTE counting and 10% performance payments).</p> <p>Policy Forums for Administrators – There will be a number of policy forums throughout the state to update the adult education directors on MAERS issues and new requirements for adult education programs, etc.</p> <hr/> <p>VI. Michigan Department of Career Development. Contact: Shirley Martell, Phone: (517) 335-0624 Email: MartellS@michigan.gov Cost:</p> <ul style="list-style-type: none"> • No registration fee will be assessed. • Meals will not be provided, participant's costs be on own for meals. Participant's costs may be reimbursed by participant's program through federal grant professional development funds.* • Travel to be paid by participant. May be reimbursed by participant's program through federal grant, Sec. 107 and 108 professional development funds* <hr/> <p>*Note: Local agency capped travel reimbursement rates (including mileage, meals, and overnight lodging) should be utilized. If agency caps do not exist state reimbursement rates will apply.) State travel reimbursement rates for mileage and rooms are .345 cents per mile and \$65.00 per night single occupancy or \$100.00 for special cities and counties (Wayne County, Oakland County, Ann Arbor, Charlevoix, Gaylord, Petoskey, Traverse City). State non-group meal rates are breakfast \$7.00, lunch \$7.25, and dinner \$16.50.</p> |
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Adult Education: Program Eligibility for Federal & State Programs (5/29/02)

| <input type="checkbox"/> Ineligible <input type="checkbox"/> Eligible only if other funding criteria are met | | | | | | | | | | | | |
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| Adult Education Participants | Federal | | | | State – Section 107 | | | | State – Section 108 (PAL) | | | |
| | 16 Years or Older | | | | Under 20 Years of Age on Sept. 1 st | | | | 20 Years and Over | | | 16 Years of Age on Sept. 1 st |
| | With GED | With Diploma | Without GED or Diploma | With GED | With High School Diploma | Without GED or Diploma | With GED | With High School Diploma | Without GED or Diploma | With GED | With High School Diploma | Without GED or Diploma |
| ABE | | | | | | | | | | | | |
| ESL | | | | | | | | | | | | |
| GED | | | | | | | | | | | | |
| HSC | | | | | | | | | | | | |
| ► Additional Eligibility Criteria: | | | | | | | | | | | | |
| | | | | | Federal | | | | State – Section 107 | | State- Section 108 (PAL) | |
| 1). <u>Not enrolled</u> in secondary institution (K-12, including alternative education students) or post-secondary institution. | | | | | Applies | | | | Applies | | Applies (If no diploma or GED, must be out of secondary institution at least six months prior to enrollment.) | |
| 2). <u>All students must lack mastery</u> of adult basic educational (ABE) <u>skills</u> to function effectively in society or are unable to speak, read, or write the English language. | | | | | Applies | | | | Applies (tests below 9 th grade in reading and math-ABE) | | Applies (With diploma or GED, must test below workforce readiness standards in English, reading, writing, and/or mathematics [grade level 11/Work Keys Level 5]) (ABE) | |
| 3). <u>Family literacy services</u> – funding allowed only for services related to parent literacy training, assessed and entered into MAERS. (ABE rules apply) | | | | | Applies | | | | Applies | | Applies | |
| 4). <u>Workplace Literacy/Workforce Readiness</u> – funding allowed only for literacy services offered for the purpose of improving the productivity of the workforce through improvement of literacy skills (read, write & speaking English, compute & solve problems). <u>Workforce Readiness Programs for Employers</u> – same requirement | | | | | Applies | | | | Applies | | Applies (Employer dollar for dollar match required for Workforce Readiness Programs for Employers) | |
| 5). <u>Vocational skills training & Career Preparation</u> classed & courses are limited to the improvement of literacy skills (read, write & speaking English, compute & solve problems) with all students assessed and entered into MAERS. Exception- - Vocational classes accepted by the school district for elective credit for adult high school completion programs are allowed for eligible adult students. | | | | | Applies | | | | Applies | | Applies | |
| 6). <u>Job or Employment Related Program</u> : a) Participants must be referred by their employer, be under 20 years of age, have a high school diploma, be determined to need <u>remedial math</u> or <u>communication arts skills</u> , and not enrolled in post-secondary education; b) Assessed after every 90 hours of attendance & show progress on two successive tests taken by the student; c) Employers seeking adult education services for under 20-diploma holders needing vocational skills training should be referred to local Workforce Development Boards for funding. The program makes no provision for the delivery of courses other than remediation in high school reading & math not courses such as vocational skills training. | | | | | #a & #b Recommended #c Applies | | | | #a & #b Applies #c Applies | | #a & #b Recommended #c Applies | |